R E P O R T R E S U M E S

ED 015 755 JC 670 976

SOCIAL CHANGE AND THE COMMUNITY COLLEGE.

BY- HAVIGHURST, ROBERT J.

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$0.40 8P.

DESCRIPTORS- *JUNIOR COLLEGES, *HIGHER EDUCATION, *EDUCATIONAL OBJECTIVES, *SOCIAL INFLUENCES, *POLITICAL INFLUENCES, COLLEGE ROLE, SOCIOECONOMIC INFLUENCES, ECONOMIC DEVELOPMENT, TECHNOLOGICAL ADVANCEMENT.

EDUCATION TODAY INFLUENCES AND IS INFLUENCED BY FIVE SOCIAL PROCESSES--(1) CONTRACTION OF SPACE AND TIME, BRINGING ALL PARTS OF THE WORLD CLOSER TOGETHER, (2) TECHNOLOGICAL DEVELOPMENT AND CHANGE IN THE LABOR FORCE FROM PRODUCTION OF GOODS TO THE DISTRIBUTION AND CONSUMPTION OF GOODS, (3) URBANIZATION AND METROPOLITAN DEVELOPMENT, CAUSING DETERIORATION OF THE CENTRAL CITIES AND GROWTH OF THE SUBURBS, (4) WORLD INTERDEPENDENCE AND COOPERATION, BOTH POLITICAL AND ECONOMIC, WITH THE CONSEQUENT DIMINUTION OF THE WHITE NATIONS' POWER, AND (5) SOCIAL INTEGRATION AND MOBILITY OF PEOPLE WITH DIVERSE ECONOMIC, NATIONAL, RACIAL, AND POLITICAL BACKGROUNDS. THE JUNIOR COLLEGE MUST ADAPT ITSELF TO ALL OF THESE CONDITIONS BY PROVIDING A GREAT VARIETY OF CURRICULA (VOCATIONAL, TECHNICAL, AND ACADEMIC) FOR AN ENROLLMENT EXPECTED TO DOUBLE IN THE NEXT FIVE YEARS. THIS ARTICLE IS PUBLISHED IN "THE NORTH CENTRAL ASSOCIATION QUARTERLY," VOLUME 41, NUMBER 3, WINTER 1967. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ROBERT J. HAVIGHURST
UNIVERSITY OF CHICAGO, ILLINOIS

ED015755

Social Change and the Community College

THERE are five contemporary social processes that have been in operation during the present century and are acting to create a new world far different from that into which we entered with the twentieth century. These social processes and the social forces that associate with them operate in the closest interaction with our educational system. They depend on the educational system and they transform the educational system at the same time.

1. Contraction of Space and Time

Due to the speeding-up of travel we have extended our reach. When the wind and the muscles of a horse provided the energy for locomotion, a man could travel 30 to 100 miles a day. Soon we will travel with the speed of sound. Thus we cover more space and crowd more action into a unit of time than was humanly conceivable a few decades ago.

The world has grown so small that people now start in the morning from Chicago to New York, eat a leisurely breakfast on the way, do a day's work in New York, and have a comfortable dinner on the way back, arriving in Chicago in time to attend the evening performance of the Chicago Symphony. Time has become so crowded with action that a man can go around the world in 80 hours instead of the 80 days that Jules Verne's hero required. Within ten years we expect to land an earth man on the moon.

These changes are comparable in their effect on education to the disclosure by Columbus that the earth is a sphere. School courses in geography could never be the same after Columbus. Modern courses in geography must be modified to give children the feel of rapid and extensive movement in space and time. How do we convey this knowledge effectively to children?

Not only geography, but also history and government and the social sciences generally must be taught so as to help students get the feel of this kind of a world.

2. Technological Development and Change in the Labor Force

In the 19th century the muscles of a man were important to the productivity of an economy. At that time it was calculated that an average man could do about 48 kilowatt-hours of useful work in a year. Then the various kinds of engines were created to supply energy, and now the electric energy alone generated in the United States is the equivalent of 85 men for every man, woman, and child in the country.

Not only was energy supplied. Machines were created to do work more rapidly and with as much efficiency as men could do it. In the United States, the man-hour productivity in 1960 was three times that of 1900. The American people

DR. HAVIGHURST *is currently dividing his time between the University of Chicago, where he continues as Professor of Education and Human Development, and the University of Missouri at Kansas City, where he is Professor of Education and Director of the Center for the Study of Metropolitan Problems in Education.* *This paper was presented at the North Central Association's Annual Meeting, March 29, 1966.*

JC 670 976

elected to produce more goods and many new products with this increasing productivity. At the same time they elected to shorten the work week from about 60 to about 40 hours.

Increased productivity showed its effects on the labor force first in agriculture, where the proportion of workers shrank rapidly to the present level of about 8 percent of the labor force. This started the migration from farm to city that has provided most of the new industrial workers since World War I. The manufacturing industry at first expanded to produce many new goods, but productivity increased even more rapidly. From 1950 to 1960 the quantity of manufactured goods increased nearly 50 percent while the number of workers employed in manufacturing stayed constant. From now on, the number of production workers will decline. The General Electric Company increased its output by 8 percent from 1956 to 1959 and at the same time reduced its production workers by 25 percent. It has been predicted that factory workers will be as scarce in the year 2,000 as farm workers are today.

The emphasis in the affluent society has shifted from the production of goods to the distribution and consumption of goods. These are the problems today—how to distribute the goods that we produce in such volume, and how to consume this volume of goods.

We now employ 60 percent of the labor force in the United States to do work that is concerned with distribution and consumption of goods, whereas in 1900 this proportion was 30 percent of the labor force. By increasing the proportions of jobs not directly involved in producing consumable goods, we have provided nearly full employment and have given people the purchasing power to consume an increasing volume of production.

Vocational Function of Community College

These changes in the job structure of the American economy are especially significant for the art of vocational counselling and for the vocational education function of the community college.

It is clear that the work of the counsellor with respect to vocational guidance will change a great deal during the next few years. There are three over-riding considerations for the vocational counsellor. One is that the nature of a given job changes rapidly, and a person must keep on learning in order to keep up with his job. A second is that some jobs will disappear and others will grow more scarce within a generation. For instance, a number of boys growing up on farms who expect to become farmers should be counselled against this choice. A study of sons of farmers in the area around Detroit indicated that twice as many boys while in high school said they wanted to become farmers as there were farmers in the fathers' generation. Yet the number of farmers in the Detroit area will decrease during the next generation.

A third consideration is the fact that many jobs which formerly were rather narrowly defined and seemed to fit people only of a limited range of abilities and interests are now so broad in scope that they can be usefully learned by a great variety of youth. For example, a student of law may go into a wide variety of jobs, ranging from the traditional trial lawyer to highly specialized research in which one never gets into a courtroom. Again, a person training to become an engineer may end up 30 years later in any of a variety of positions, some of which involve no work at all with the drawing-board, slide-rule, laboratory, or computer.

In this situation the counsellor might well teach his clients to think of their job choice and their career as a kind of "unknown" to be worked out with anticipation and ingenuity. Just as the student of chemistry analyzes an unknown substance and gradually finds out what it contains, a young person of ability can approach his career in an analytical mood. He tries one thing and then another, all the time learning more about himself and about a life-work.

3. Urbanization and Metropolitan Development

Not long ago an editor of a newspaper in the South presented his readers with the following little poem:

Changing Times

We live in a time
When cotton has gone west,
Cattle have gone east,
Yankees have gone south,
Negroes have gone north,
And we've all gone to town.

Now, 70 percent of our population live in places defined as urban by the census, and 65 percent of the population are clustered together in 228 Standard Metropolitan Statistical Areas. The Big City is in a crisis—financial, political, social, and moral. With growing slums and a reduction of the average occupational level of its citizens, it is losing the middle classes to the suburbs. Vast sums of money are going into physical urban renewal in an effort to make the city once more a place in which all kinds of people will live and raise their children.

The earlier term—urbanization—no longer describes the process that we are concerned with. It is not the growth of a city, but the development of a metropolitan area on which our attention will be fixed during the remainder of the century.

The standard metropolitan statistical area, as defined by the Census Bureau, is a city of 50,000 or more with its surrounding county and any contiguous counties that are functionally bound to the major city.

During the decade from 1950 to 1960 the central cities of the country showed relatively small growth, and many of the larger cities actually lost population. Meanwhile the suburbs grew very rapidly until by 1960 the population of suburban areas was practically equal to that of the central cities.

It is the metropolitan area—the central city and its suburbs—with which the new federal Department of Housing and Urban Development will be concerned.

The Community College and the Metropolitan Area

The metropolitan area is the natural unit for organizing and administering public higher education. The natural commuting area of a city of 50,000 to 100,000 is the natural area for a community college, unless a four-year college is already serving such a community well. In the larger areas, there should be a system of community colleges with branches or units located so as to serve the students with a minimum of long-distance travel. The new state junior college plans generally recognize the metropolitan area as a desirable area for the organization of community college systems.

4. World Interdependence and Cooperation

The day of political and economic isolation for any nation is past. Vast areas of the world that in 1900 were known only as places for missionary effort are now independent countries and co-members of the United Nations with the rich and powerful nations whose power and riches depend in part on their trade and their political cooperation with the have-not nations. Africa is no longer the Dark Continent; now it is the mother of new nations. These emerging countries are slowly forming themselves into a United States of Central Africa which will soon rival Europe in economic and political power. South America has wakened from a century of stagnation into a period of economic growth and social revolution that will make it an economic rival of North America in a few decades, if it does not become an economic partner with North America.

The modern era of history is often said to have started in 1453 when the Turks took Constantinople, and Western Europe took to the ocean and the building of overseas empires.

It seems probable that historians of the future will declare that this era closed about 1950 when the hegemony of white men came to an end. During these five centuries the West Europeans and the

North Americans dominated the world through their superior technology applied to material production and to warfare. In these terms the Caucasian race was clearly superior to the other races.

Only at the beginning of the 20th century did a colored nation (Japan) defeat a white nation in war and become a world power. The Chinese gradually awakened and in the second half of the century have become the great question mark around which the speculations and the strategies of the white nations turn. During the 20th century India established herself as a moral force in the parliament of nations. The once Dark Continent of Africa, after World War II, developed a set of independent nations which slowly learned to live and work together toward the goal of bringing enormous economic and political influence to bear on the rest of the world. Only the indigenous peoples of South, Central, and North America, among the colored peoples of the world, did not rise to power during the 20th century. They were too much integrated into a white-dominated society, or too much subordinated, or too much isolated, to be able to assert themselves politically as a nation or nations of colored people.

Thus the 20th century marks the close of the white man's dominion. In the 21st century, *if color means anything at all*, the white man will have to come to terms with his inferiority in numbers and in political and economic power.

The fact of world interdependence needs no further demonstration. But we need a great deal of experimentation and innovation in teaching world history and world affairs. Our young people are going to be citizens of the world. They are going to help decide major questions concerning the relations of the United States to South America, to Africa, to China, and to Russia. They are going to help decide how we should use our armed forces in relation to the rest of the world. They are going to help decide on momentous changes in the character and functions of the United Nations Organization. We have to use all of our imagination and understanding in the choice of what and how we should teach about the world community.

5. *Social Integration*

Within every democratic society there is an unending process of social integration which does two things:

a. It brings people of diverse economic circumstances and different nationality and racial groups together into a common social, economic, and political life.

b. It maintains and increases the opportunity of individuals to move from one income level and one occupational group to another in which they prefer to live.

In the long run, a democratic, urban, and industrial society finds its major problem to be that of integrating its members across socio-economic lines. For the creation and maintenance of a pluralistic democracy, the ethnic and religious groups do not pose a great problem compared with that of maintaining cooperation and freedom and movement between socio-economic groups.

Although the unresolved problems of some minority groups—the American Indians, the Porto Ricans, and the many Spanish-speaking people residing in our Southwestern states—will continue to command our attention, the immediate and short-run problem in the United States is that of integrating the Negro group into the structure of society on equal terms with the Caucasians.

The Negro Revolution, as it has come to be called, is anything but a revolution as people have understood that term in the past. The Negro Revolution seeks to join, not to destroy, the American way of life.

The causes of the Negro Revolution are:

Urbanization. During the past half century the Negro has become urbanized. That is, while in 1910 seventy-three percent of Negroes were living in rural or semi-rural conditions, 73 percent in 1960 were living in towns and cities of 2,500 or more. Half of the Negroes in 1960 were living in cities of 50 thousand or more. Under rural conditions most Negroes were

farm-hands or share-croppers, getting a bare subsistence from the soil. Under urban conditions most Negroes are factory or service workers, many are members of labor unions, many are voters. Their incomes are vastly greater than when they lived in rural conditions, and they are in a position to influence history.

Migration to the North. All of the major northern and western cities show sharp increases in Negro population since 1910, with the 1950–60 decade showing a 50 to 90 percent increase. Since 1960 the northward and westward migration has continued, but with some abatement.

Negro Leadership. Organizations to support the Negro Revolution have grown in strength and in number since World War II. Principal pre-war organizations were the National Association for the Advancement of Colored People (NAACP) and the Southern Christian Leadership Conference, organized by Martin Luther King. These are not aligned with any political party and do not have any political program beyond that of getting civic and economic and educational opportunity for Negroes.

The Problem of the "Negro Role." Full participation in the American way of life is more difficult for the Negro to attain than it has been for other ethnic groups because the dominant white group has discriminated against him by reason of his skin color. Even where the ethnic immigrant was not highly visible, he often had to wait and work his way into the American social structure. The Irish, Swedes, Poles, and Italians have had this experience. In the middle of the 19th century the Irish immigrants were called "shanty Irish" and advertisements offering jobs often carried the cryptic phrase NINA (No Irish Need Apply). Later the Swedish immigrants were called "dumb Swedes," and after they had moved up the socio-economic ladder the "Polacks" took their places as objects of discrimination.

The stereotyped expression applied to an ethnic group means that a certain social role has been ascribed to the group. People in this group are expected to fit the stereotype, and they sometimes do since there is a strong social pressure to behave in accordance with a role that has been assigned. Therefore the role of a "lazy nigger" is imposed on many Negroes who sometimes live up to it. If a Negro is supposed to be lazy and shiftless, he may find it easy to behave this way as a child and as a man. The one positive role that is increasingly ascribed to Negro youth is that of an athlete. They are expected to be especially good at basketball, football, boxing, and running. This sometimes helps them in school, but does not help them to become scholars.

The basic obstacle to the Negro's full participation in the American way of life is his assignment to the Negro role. The role must be changed to one which connotes success in urban industrial society. The Negro role must become one that encourages Negro children to work hard in school, to set high educational and vocational goals for themselves, and to become confident of their ability to do anything that those of other color can do.

The role of a lazy, shiftless, and dull person has been fostered by racial segregation and by economic and political and social discrimination against Negroes. The positive role that must come requires integration in economic life, political life, and especially in the schools.

Already large numbers of Negro children are successfully learning the new role. The growing numbers of Negro middle-class people prove this statement. The growing numbers of Negro college graduates, of Negro business men and professional workers including school teachers, show that the positive role is being acquired. As the numbers of these people grow, the old stereotype of the lazy, shiftless Negro will disappear just as the unfavorable stereotypes of other ethnic groups have disappeared.

Educational Implications. The battleground of the Negro Revolution is in the public schools, and in the sectors of the metropolitan areas where residential integration is becoming an accepted fact.

While there is little controversy about Negro pupils attending integrated colleges, there is much to be done to extend opportunity for higher education to more Negro youth and thus to open up to them the occupations which will become part of a new and positive Negro role. Public community colleges are the main instruments of educational opportunity for Negro youth.

Implications for the Junior College. The implications of these social changes are somewhat difficult for the two types of junior colleges. First is the traditional two-year college, generally privately supported, often located in a small city or a suburb, and necessarily more selective than a public-supported institution. For this type of college the implications for curriculum and for vocational training and counselling are the same as the implications for the other type. However, this first type does not have as much of a function of social integration as does the second type.

The second type, or "community college" type is a public junior college which serves a medium-sized or large city. This is a rapidly growing institution. For example, the Chicago City Junior College in 1963 registered more first and second-year students than did the Chicago branch of the University of Illinois, Northwestern University, the University of Chicago, De Paul, Loyola, and Roosevelt University combined. The reasons for this are summarized in an article by an administrator in the Chicago Junior College system.

> "Of all its contributions, probably the most significant has been its 'open-door' policy, which has given vast numbers of students the opportunity of a lifetime—the opportunity to embark on a college career that might have been denied them through other college channels. This opportunity has been provided to a wide range of students: those who cannot afford to pay tuition at other colleges (even state-supported ones) in the city; those whose poor high school records will not permit them to enter other colleges; those who work full-time and can attend college only at night; those whose home or work obligations allow them to attend college only via television; those who have been dropped from other colleges and need another chance to prove themselves; those who cannot decide whether or not they want to go to college; those who need a transition between home and going away to college."[1]

Social Functions of the Community College. There are four main functions of the community college that will mark its contribution to our society during the next decade.

a. The Opportunity Function. Since World War II a conviction has been growing in the United States that education beyond the high school should be available and free to a very large proportion of American youth. The Educational Policies Commission asserted that education at this level should be accessible to all, regardless of sex, racial, religious, cultural, or economic status, and concluded its report with the following paragraph.

> "The goal of universal education beyond the high school is no more Utopian than the goal of full citizenship for all Americans, for the first is becoming prerequisite to the second. If a person is adjudged incapable of growth toward a free mind today, he has been adjudged incapable of the dignity of full citizenship in a free society. That is a judgment which no American conscious of his ideals and traditions can likely make."[2]

b. The Efficiency or Economy Function. Many young people of families of moderate means can ill afford the cost of room and board away from home for the final two college years. And the great state universities are deliberately reducing or limiting the size of their first two years' enrollment so as to accommodate more third and fourth year and graduate students. Thus the community college will be called on increasingly to prepare young people in their own communities at a relatively low cost for the third and later years of university work.

For this function the local community or junior college needs not only good freshmen and sophomore instruction but also

[1] Herbert C. Kalk, "Opportunity Knocks Twice at City Junior College." *Chicago Schools Journal*, pp. 13–16, October, 1961.

[2] Educational Policies Commission, *Universal Opportunity for Education Beyond the High School*, Washington, National Education Association, 1964.

good guidance and counselling to help students, who have various kinds of ability and motivation for further college work, to decide where to go, which kinds of specialization to pursue, and how to get the necessary financial assistance.

c. The Citizenship Function. The recent statement of the Educational Policies Commission entitled *Universal Opportunity for Education beyond the High School* argues effectively for the value to society of two years of college-level education that is aimed at teaching young people to think seriously and actively about the problems of a modern democratic society. The community college can aim to provide a kind of education that stimulates intellectual growth and civic responsibility in young people who will not go on to further college education.

To do this with young people of only average scholastic ability is not going to be easy. There will need to be curriculum experiments tied to sophisticated studies of the reactions of young people to the intellectual stimulation they are getting. The guidance and counselling staff will need to cooperate with the instructional staff in the planning and evaluation of these experiments.

The citizenship function should not be interpreted in purely rational terms as the giving of knowledge on civic affairs to people. It also includes a large non-intellective aspect of building toward social cohesion by enlisting young people and mature adults in the interchange of ideas and experience relative to the problems of living in the modern community.

For example, one problem which divides people today is that of *urban renewal.* How should public funds be used to help renew the city? Should they be concentrated on subsidized low-rent housing? Or should they be used partly to subsidize the development of housing for middle-income people? Where should the low-rent housing be placed? Should it be scattered around the city, or concentrated in areas of low income?

People from all ethnic and economic groups in the community could be brought into the discussion of local community issues through forums, round-tables, study and discussion groups. There could be a conscious effort to open up channels of communication between various religious, racial, and socio-economic groups. This kind of program could find a place in the community college.

d. The Manpower Function. As has already been noted, the working force in the United States is hungry for thousands of people trained at the technician level, which generally means at the post-high school level. In 1960 there were about 195,000 students enrolled in terminal occupation courses at a post-high school level, and 153,000 were in junior colleges. This was about 20 percent of junior college enrollment. The occupations for which these courses provide training are increasing more rapidly in numbers of positions than any other large category. Thus, while the projected increase for 1960–1970 in the category of professional and technical jobs is 42 percent, the sub-professional and technical jobs within this category are expected to increase 75 percent.

There are two kinds of institutions which may offer post-high school technical education—the separate technical institute and the comprehensive junior college. The consensus of opinion seems to be that the comprehensive junior college offers the better way of performing this function.

There is a very real problem whether the community college as an institution can make itself truly comprehensive, and thus serve to train people for technical and semi-professional jobs as well as prepare other people for university work.

Thus it is not yet clear whether the junior college can serve the manpower function. With a clear-cut preference on the part of most junior college students for the academic rather than the occupational curriculum, and with the equally clear fact of very high mortality among junior college students in the academic curricu-

lum, there seems to be a need for guidance of students to help them choose a program suited to their abilities as well as to labor force needs.

Conclusions

The commitment of the American society to the maintenance and expansion of opportunity for post-secondary education will be realized primarily through the junior colleges, which may have to double their total enrollment during the next five years. The junior colleges must meet a variety of needs that other higher institutions cannot or will not meet. They must do this at relatively low cost. During the critical years that lie immediately ahead the junior colleges will have to meet emergencies due to rapid expansion of the college age population, while the four year colleges adjust themselves to the new situation.